

Why Offer Young Adult Summer Reading Programs?

There are many reasons to provide young adult programming. Library services to young adults provide us the opportunity to give teens a strong sense of community involvement. The more attached to their community young adults feel, the more likely they will be to support funding for public services like the library in the future. Our young adults will soon be making the decisions that shape the future of their communities. Within the next 10 years these young adults will be the new voters. Their votes will determine whether or not the library gets increased funding for new services, facilities, staff and materials. If they do not use the library, they will be less likely to feel increased funds are needed for any reason. On the other hand, young adults who have been actively involved in their public libraries will be more inclined to vote for library friendly candidates and lobby for increased governmental library support. Services to this group of patrons are just as vital as services to adult library patrons.

Libraries should be dedicated to enhancing the lives of all the individuals in our community. No one needs more support than young adults. This is a period of great exploration for them. They are searching for the uniqueness that makes them special and the ties that bind them to the rest of the world.

Services to young adults are fun. They are a wonderful age group to work with. Young adults have exciting new ideas that they are happy to share with their libraries. They are a very honest group of patrons who will give librarians more tips on providing quality services to their age group than any other set of patrons in your library. They are happy to help and eager to participate in fun programs. Librarians will find that working with this group of patrons will be the most enjoyable part of their day.

Teens: Program Approaches That Make a Difference

Teenagers face a multitude of changes in a short period of time. Their bodies are developing, hormones are fluctuating, and voices are changing. They have more control of their time than they have ever had in that they decide how their time is spent, and with whom it is spent. Just a few years before, their parents made these decisions for them. The world is much larger than it was just a few years earlier; they are exposed to real world tragedies and concerns. They must make decisions regarding their actions and reactions. They need to feel that their life has a purpose. They want to stand up for what they believe in. They want to feel that the community around them respects and places a high value on them, as individuals, and as a group.

When young children come to the library, they are brought in by parents. When teens come to the library, they often come on their own or with a group their own age. We often set policies that children under the age of 12 must be accompanied by an adult. Teens are treated as adults in this respect and attendance is based on behavior, not age.

When we look around our libraries, it is evident by looking at our buildings, the groups we are targeting for services. We typically have a children's area, a genealogy section,

and an adult section. Teens that come to our libraries should have space dedicated to them as well. This dedicated space is their first sign that we have services for them. Our policies regarding internet services should be applicable to, and meet the needs of all patrons. If our policies make value judgments based on these services and age, then perhaps we need to rethink our policies. For instance, if we have games on our computers for the very young such as “Arthur”, why do we exclude games of interest to teens?

Programming services for teens should meet the needs and be of interest to this age group just as programs for toddlers should be of interest to two year olds. Changes in our programming style and approach can make programming for teens a success.

Programs for younger children are usually set up in advance with every story, song, and craft prearranged. Programs for teens are more successful if more leeway is given and based on the type of programs presented, the atmosphere is less structured. Guidelines can provide a framework with choices on how the programs are handled. For book discussion groups, allow them input in the books selected to be read. If special programs are planned, allow them to provide the topics.

Teens want and need to feel that they have a say in what affects them. Teen advisory panels are a good way to target this age group. Many libraries find success in having a member attend local board meetings for them to see how policies are formed.

If you do not have a specific area in your library geared for teens, start there. Ask a few young adults that have come in to provide input about what should be included in the area. Provide reasonable limits such as space, amount of money needed for furnishings or displays, and request types of materials they would like to have shelved in this area. By including them in the decisions about these services, you are providing them with an important message....that *you* care about what *they* want.

Topics for programs can be practical such as getting a license, money management, getting a loan, career choices, how to get into college, or other topics that are relevant to this age group. Theoretical and discussion-based programs allow for teens to explore issues such as politics, world economics, and war. Programs for teens can rekindle a basic love for reading and books that we tried to inspire when they were younger. By reading we can explore new views and ideas. We open a new world to them that gives them the opportunity to read, digest, and form educated opinions based on fact, not rumor or conjecture.

Library programs can provide teens an outlet for serious discussion. Inviting speakers to come in and discuss current events or local politics provides a way of letting teens feel they are a part of their community and that their opinions are valid. Give them, like we do adults, the information needed to make sound decisions and an outlet for them to voice their opinions.

If you treat teens with respect, give them guidance and limits, let them provide ideas and suggestions, your programs for teens can be a real success!

How to Structure a Young Adult Summer Reading Program

It is often difficult to know which way is best to structure a Young Adult Summer Reading Program. Here are some suggestions to keep in mind when planning programs:

- Allow young adults to be in charge of their own programming.

This is the best way to ensure a successful program. Young adults are not children, and are very sensitive to treatment that would suggest that they are children. What we may feel is “cool” for young adults may actually be very childish and push our young adult patrons farther from the library instead of drawing them to it. A great way to allow young adults to structure their own program is to create a young adult advisory committee. This is a group of young people who consult the librarian on young adult services. Libraries that have these committees have found their programs to be more successful.

- Stay away from anything remotely like your children’s programs.

Young adults are very sensitive to being treated like children. They are trying very hard to establish themselves as adults. Providing programming for them that you also provide to your children’s groups, no matter how wonderful the response from the children, would be greatly offensive to these patrons. These patrons are not children, and deserve to be recognized as a different group with different needs. It is also important to remember that although this group does not want to be associated with children, they may still be attached to your Children’s program. Finding out what they want in a program will make this an easier transition for the group.

- Programs that are too structured seem too much like school and are not well received.

Children need more structure to a program than young adults. They need to know exactly what to expect and what is expected from them. Young adults are different. It is not as fun if they feel they have a strict set of guidelines to follow. They enjoy a more relaxed atmosphere. A rigidly structured program may not have the participation that a less structured program will see. It is important to get the young adults to read, but the first step is making them comfortable in the library. This cannot be done if the young adults feel like the library is as restrictive and structured as school.

- Incentives are a great way to get young adults to participate.

Everyone likes to be rewarded for participation; although, the rewards that are appealing to each group are quite different. Food, music and movies are highly important to young adults. The best programs are those that will include food and popular music. Movie nights are also a great way to entice young adults to participate. Movie tickets, CDs, DVDs, video games and fast food giveaways are great prizes for a young adult program.

- Keep adult involvement to a minimum.

It is very important to young adults that their independence be recognized. When programs involve parents or a great deal of chaperones, the young adult participants often feel as if they are being treated like children. Although it is necessary to have adults around during programming, it is best if they are kept out of the way and to a minimum. Try not to ask parents to volunteer for young adult programs because this may make the patrons whose parents are there feel embarrassed and uncomfortable.

- Keep a positive attitude.

Young adults are accustomed to the assumption that people really do not know what to do with them or how to deal with them. They are very sensitive to feeling patronized. It is important that if you decide to work with this age group you do it with the right attitude. Acting as if you are only doing this because you have to or as if this is wasting your time, will come through to the young adults in your program and cause them to regret coming to the library. They will not want to be involved in the library at all. Your attitude could be what keeps them from ever coming into the library again, so decide before you ever begin your program that this will be a fun endeavor for both you and the young adults you serve.

- Make it fun and have faith.

Young adults just want to have fun and be together. Throw out all the stereotypes of vandalizing, deviant teenagers. They are not there to break things, tear things or try to get away with things they are not supposed to do. They are in your library because they believe that it will be a fun place to be. Don't let them down. Trusting in your young adults just might surprise you. It may end up being as much fun for you as it is for them.

- Let everyone participate at his or her own pace.

Young adults are a very diverse group of individuals. They are like the adults you serve in that they have different goals, abilities and dreams. The focus of this summer reading program is to explore what each individual is good at and what makes him/her different and special. This is a time when they need encouragement. We must be very careful not to criticize their work or choice of reading materials. They are going to read on different levels and subjects. We are here to foster a sense of self and a love of reading.

- Remember young adults often have busy schedules of their own.

Many times young adults use the summer to work and save money for the coming school year. Some young adults work year round. Others are involved in band camp, cheerleading camp and team practice. It is important that we consider these schedules when we create our programs. If we do not, we will have ultimately wasted our time because no one will be able to come. Your young adult advisory groups will be extremely helpful in deciding dates and times for your programs.

Fund Raising and Incentives

Fund Raising

Libraries that are presenting young adult programming for the first time are probably asking themselves where they are supposed to get the money to pay for these programs. Do not feel guilty or embarrassed about asking for donations. Libraries are performing a very important community service. The programs you are able to provide offer an alternative activity for young adults during the summer. You are supporting positive activities for these youth. Let your community know what you are doing for their children. If we do not let them know what great services we are providing, who will? There are quite a few possible solutions.

- Allow your young adults to raise the money for you.
 - They can have a bake sale, yard sale, car wash, etc. Many young adults will be eager to do what it takes to raise money if they know that the profits are going to be used for their programs. They will need you or someone else from the library to be there for supervision, but they can organize and execute the event themselves.
- Ask community businesses to provide funds and supplies for young adult programs.
 - You will want to visit clothing stores, music stores, movie theaters, movie rental businesses, comic book shops, salons, skate shops, novelty jewelry stores and arcades.
- Share your children's budget.
- Approach your funding body about additional funds for the young adult program.
 - Many mayors and council persons have children that would fall into the young adult category. Reminding them of the benefits that your library could provide to their children may sway their opinion about providing you more money. You should also make sure they see these young adults as future voters.
- Try your Friends group.

Let both of these last two groups know in advance that you are seeking their help. It takes time to get budget increases passed and time to organize fundraisers. The more time you give them, the more they can do to help you.

Many of the programs listed can still be provided with little or no money. Ask the participants to bring food and drinks to the program. Most young adults have CDs and CD players to provide music. Local garage bands may have microphones that they may loan to the library for a talent night or open mic night. There is nothing wrong with asking them to bring their own art or writing supplies and having a particularly talented staff member or friend provide an art program.

Incentives

Incentives are a great way to get young adults interested. There are a variety of things you can use to entice young adults into the library. Here are just a few:

- Gift Certificates/Coupons
 - Movie Theaters
 - Movie Rentals
 - Music Stores
 - Skate Shops
 - Clothing Stores
 - Wal-Mart
 - Restaurants
- Comic Books
- Young Adult Books
- Bowling, Arcade and Putt Putt passes
- Tickets
 - Sporting Events
 - Concerts
 - Plays
 - Museums
 - Amusement Parks
- Bakery Goods
- Beauty Treatments
 - Hair
 - Nails
 - Makeup

You can also fill a container with little items like candy bars, bouncy balls, tattoos, key chains, gum, etc. and allow the young adults to pick one out every time they meet the requirements.

There are many different ways you can structure your incentive program. You can offer weekly drawings to young adults who read X amount of books/ pages; you can have prizes available after achieving certain goals; you can give each young adult a prize at the end of the program, or you can have a grand prize drawing at the end of the summer. The way you give away your prizes is going to be dependent on the number and size of the prizes you have to give away. When asking businesses for prizes, remind them that young adults will come into the store to redeem their prize, but they may decide to purchase other things while there.

Incentives are a fun bonus, but having time to relax and enjoy being with each other is just as important. Your Teen Advisory Board will be able to help you make these decisions. They are the most in touch with what they want, and taking their suggestions under consideration can only make your program stronger.

Outreach to Young Adults

Who are these people and what do they want from me? This question can be attributed to a librarian or a teenager. This section will discuss the importance of reaching out to teenagers and how to do it.

Why Do Outreach?

Youth Services librarians, more than any other specialized librarian in a public library, can be outreach experts. The desire to serve underserved groups of young people is the most important ingredient in doing outreach programs. After school, our libraries are filled with kids who have access to a library. There are many more children and teens who do not have access due to library location and lack of transportation.

We have the ability to increase self-esteem and confidence in young people. By means of going out into the community we are able to reach people who never or rarely visit the library. We can show them a friendly face and convey that they are welcomed at their library. Having a presence at school and community events will lessen the library stigma of being an intimidating place. The library is a place where young people can learn to respect themselves and others who are pursuing knowledge and interests, a place where readers can cohabitate in a peaceful environment that is inclusive. Outreach services can open the door to non-users.

We can also do outreach to establish relationships with other professionals, such as teachers, who work with youth. We can be their information specialists, telling them about our collections, curriculum resources and doing booktalks in the classrooms to enhance their goals. In turn, they can be a resource person for the library, when you want to build programs, get speakers, assignment clarification and library supporters.

Why go OUT THERE? Another reason is to make your community aware of library services. We have services the community does not even know about from FREE Internet access, videos, to board books for babies, just to name a few. We have the opportunity to strengthen support and when it is needed, to counter funding cuts and censorship.

Types of Outreach

Many types of outreach opportunities, probably more than we can handle, exist if we just keep our eyes and ears open. Take a minute to think about the last time you participated in an outreach activity. How did you feel? What positive/negative experience with one person did you have? Did someone learn something new? Within your community, how would you reach out to non-users?

Here are some ideas to try:

Booth/Table at Community Events
Boy or Girl Scout Meetings
Boys & Girls Clubs
Health Clinics
Juvenile Facilities

Neighborhood Assoc. Events
Church Youth Groups
Holiday Events
Museums
PTSA Meetings

Community Centers
Career Days
Teacher In-Service Day

Youth Villages
Any School Event
Job Fairs

Put yourself forward as a community and school contact – available for booktalks and as an information supplier. Approach opportunities with the confidence that you are a valuable person with the skills and information to empower people.

Reaching Teens and Those who Work with Them!

Who to contact at public, private and parochial schools

School Librarians/ Media Specialist
Faculty/ Department Chairs
Principals/ Assistant Principals
Club Advisors (drama, art, poetry, language, honor)
PTSA Organization Officers
Guidance Councilors
Teachers
Curriculum Coordinators

How to make the contact

Before you begin, know exactly the purpose of your call. What are your intentions? Are you promoting a library program? Are you calling to get to know the librarian, the school, the faculty, or the student organizations? Are there any school events that the public library can participate in, such as Career Days, Health Fairs, or PTA Meetings? Be prepared to talk about what your library has to offer them.

Call the school and introduce yourself. Ask to speak to the librarian. If the librarian is not available leave a message. Or, ask the secretary (who usually knows everything) who to contact so that you can establish a positive relationship with the school.

Follow-up

Set up a time for a school visit and personally meet your contacts and learn the facility. Be flexible! Time conflicts regularly happen. Understand that you may not have much time but even a few minutes are beneficial.

Never go empty handed! Bring library card applications, current program flyers, bookmarks, extra posters, teen reading lists, library website information, etc.

What Outreach Programs Can You Offer

Some on-site program ideas are: library services presentations at faculty meetings or teacher in-service days, booktalking, term paper workshop, how to use the library

databases and TEL, summer reading club and volunteer opportunities at the library. Be open to their suggestions in collaborating programming options.

Reality Check

Don't be discouraged. Working with adults who work with teens is often as challenging as working with teens themselves. While it is our job to make ourselves available to be a resource person, this doesn't always happen on our time. Be patient and flexible. Have fun! The paybacks are worth it.

Tips for Successful Outreach

Confidence – In your profession, you have a commodity, information that will assist people of all ages.

Awareness – Be on the lookout for new opportunities to promote your library. Talk with patrons who could plan library events, or are doing programs that you could hook up with, like Boy Scout service projects or Mother/Daughter book clubs. Read the papers. Your local paper has listings of job fairs, health fairs, etc. Do not forget school newsletters. Perhaps your library teens could have a book review section in the high school newspaper.

Be Current – Stay on top of changes in staff at community centers, church youth groups and schools. Know the name of principals, school librarians, and even the school secretary. Introduce yourself to art and English teachers, even coaches. In the new school year, use the opportunity to stop by and say hello, bring your business card and library information. If you have any extra posters or bookmarks around, even from last summer, bring them as a "gift". People remember small kindnesses.

Some ideas for library life beyond Summer Reading that you can involve young adults in:

September – Library Card Month – Check with school librarians in August to see if they need applications.

October – Teen Read Week, Halloween opportunities, Harvest Celebrations

December – Promote holiday programs, perhaps teens can perform a play or Reader's Theater at your library.

March – Women's History Month

April – National Poetry Month – made for teens

Young adults appreciate the time that you take to promote library services. The rewards are good students, respect and life-long supporters of the public library.

Teen Spaces and Displays

How do you make a quiet place of study attractive to noisy fun seekers? Why bother? Teens will determine the future, some day, and public libraries need to maintain their niche in people's lives. Does life-long learning sound familiar? Libraries contain the tools to provide education and recreation for teens. We have everything from literary criticisms to R.L. Stine, from X-men to *Lord of the Rings*, the movie. So, how do we let teens know what we have and they are welcome to "check it out"?

Location, Location, Location

Walk into your library through the front door, think like a teen and look around. How long before you notice anything (besides people) that perks your interest? Is there a "Young Adult" (YA) or "Teens" sign visible? A display that catches your eye? A smiling librarian that acknowledges your existence? Okay, so we can't redesign people, but we can promote what we have!

How to Use Your Space

- Think about your space. Is there room for a young adult area? Many places have physical limitations, so even a shelving area, a bulletin board or a table could be used for young adult promotion. Locate your YA fiction, magazines, comic books and CDs in this area. Consult your manager in creating this location. They may have more ideas on how to promote YA programs and materials.
- Consult your teens. Once they know an area is for them, ask them for some suggestions that promote reading/education/websites, etc. If your high school or middle school has an Art or Poetry Club, they could set up a display too. Your teens may help to decorate and maintain (keep clean) their space.
- Visuals- Create some attractive flyers/signs to promote YA programs or booklists. There are numerous resources for YA booklists online:
www.geneva.lib.il.us/homepage/pages/readingsites.html
www.memphislibrary.org/humanities/teenread/index.htm
www.seemore.mi.org/booklists/
www.ala.org/teenread

Provide lists for teens, or ask them to review these sites to pick some favorite titles to display. You can also purchase posters, bookmarks, etc. from ALA Graphics, Upstart, Demco and other library related companies. For freebies, check with local bookstores, video or dept. stores that sell books. They might have leftover promotional signs or posters.

Displays

Retail experts say a store's prime display area is 5 to 20 steps inside the store to the right of the front door. Barnes and Noble puts the display of the best sellers, new books and staff picks in the front of the store. Librarians can learn from bookstore marketing. YA books displayed with the cover facing front, at eye-level are in an optimum arrangement to attract patrons. For libraries with limited space, the use of slat wall end

panels at the end of shelving is an effective way to display books. These can be purchased from various library vendors.

More Tips

Select an author, a subject, a color (all red covered books) to bring attention to your collection. Use a theme, “_____ Awareness Month”, Banned Book Week, “Prom” fiction or Safe Drivers. Browse through Chase Events or ask your young adults for ideas. You can use non-fiction and fiction materials, videos, CDs and a list of websites. When possible, use props and eye-catching color to promote, like car parts for a Safe Driver display or pink sandals for summer time reads. Young adults look for new stuff, so change your displays often (1-3 months) to maintain interest. Other ideas for displays are Teen Read Week in October and “Find Yourself @ your library: Discover the Arts” in the summer. For example, when you do the Joke program, display teen joke books, ask who their favorite comedians are and have teens write out a joke (preview first) to include in the display. When doing the Collage program, have a display of illustrators who use collage in picture books, such as Ezra Jack Keats, Eric Carle and Brian Collier.

Be confident and creative. Teens will be impressed that you believe they are important enough to have their own area/section. Tap into their ideas so they can view the library as their own.

TEEN SUMMER READING MEDIA RELEASES

Radio, Television & Newspapers

Summer Reading Program activities make great feature stories. Call the City Editor or Features Editor of the local newspaper and suggest a particular event or program that would make a good story and why it would make a good story. You may also want to have a local celebrity visit the library and be photographed with the teens.

Following are several samples of general media releases about this year’s program.

ALL RELEASES SHOULD INCLUDE THE FOLLOWING INFORMATION:

DATE: (date sent out)

PUBLIC SERVICE ANNOUNCEMENT RE: (Library Young Adult Summer Reading Program)

DATE PROGRAM STARTS: (your library’s date)

AIR DATES: (when you want them to start and stop making the announcement)

FOR MORE INFORMATION: (your name and telephone number)

TIME: (10, 20, or 30 seconds) [for radio announcements]

Samples for radio:

****10 second sample****

Teens! Think summer reading at the _____ Library is just for kids? Think again! Sign up for **Find Yourself @ your library: Discover the Arts** and enjoy a summer of free and fun activities. See you at the library!

****20 second sample****

Teens! Looking for something fun to do this summer? Sign up for the summer reading program **Find Yourself @ your library: Discover the Arts** at the _____ Library and learn more about yourself as you enjoy cool, free activities all summer long. Registration begins _____, so mark your calendars!

****30 second sample****

Teens! Your public library wants *you* to explore reading and the arts this summer as part of the teen summer reading program: "**Find Yourself @ your library: Discover the Arts**". Enjoy great programs, activities, *and* books as you uncover your inner artist. Registration begins _____ at the _____ Library, and the program runs through _____. Got questions? Call _____ for more information. Remember, the program is free and fun, so bring a friend and enjoy your library all summer long!

Sample for newspapers and other print media:

TEENS DISCOVER THE ARTS AT _____ LIBRARY

This summer teens from ____-____ years old are learning a little more about themselves and the arts as part of this year's first ever Tennessee Young Adult Summer Reading Program entitled "**Find Yourself @ your library: Discover the Arts**". Through a variety of programs and activities, teens can explore various forms of artistic expression while enjoying all the great books and other materials the library has to offer.

Teens can sign up at the _____ Library beginning _____, 2005. The program will run through _____. The Teen Summer Reading Program is sponsored by the State Library and Archives (your library, your sponsors). For additional information, call _____.

Remember, teen summer reading is free and fun, so sign up and enjoy all the great activities for teens this summer at the _____ Library!

Tennessee Library for the Blind and Physically Handicapped

The Tennessee Library for the Blind and Physically Handicapped (LBPH) loans the same type of materials that are available from public libraries. The central location of the LBPH makes it impossible for patrons of the LBPH to participate in a summer reading program at that library. However, if you would accept the materials borrowed from the LBPH for your summer reading program requirements, young adults with print disabilities would be able to participate in your summer reading program. Please reach out to the young adults with print disabilities in your area, and encourage them to participate in your summer reading program. A list of titles available from the Library for the Blind and Physically Handicapped is located online.

To borrow books from the Tennessee Library for the Blind and Physically Handicapped, patrons must have an application form on file certifying that they have a physical disability which prevents them from reading standard print. Qualifying disabilities include: blindness, visual impairment, manual dexterity problems that make it difficult to hold a book and/or turn pages, and reading disabilities that are of a physical origin. To request an application for LBPH service, please call the library at (800) 342-3308. Also, applications may be downloaded and printed from the library's website at: www.state.tn.us/sos/statelib/LBPH.

TEEN VOLUNTEERS

A teen volunteer program can be a very important part of the Summer Reading Program for Teens, allowing them a role in planning and implementing the programs, as well as helping with regular library operations. Having a teen volunteer requires that you have some rules and regulations. Be sure that they know what is expected of them as volunteers. The tasks should be worthwhile; do not waste their time with poorly planned chores. Remember these volunteers may become prospective staff members at a later date, so keep the application forms and information on file. Teens can perform tasks that make your library a better place.

They can:

- Create Book Displays
- Write Articles for the Newspaper
- Make Signs
- Assist in Teen/Children's Programs
- Check in/out Books
- Shelve Books
- Read Shelves
- Decorate for Special Holidays or Programs
- Assist Patrons on the Computer
- And....more!

It is best if you have the teens apply for a position as a volunteer and fill out a simple application. This application should ask for name, address, phone number, grade and age. Ask teens to list jobs they would like to do in the library and also ask for past experience. Two references should be required. A parent signature might be required if the applicant is under 18 years old. A schedule should be established with the teen for their working hours, usually two hours at a time and no more than four. Special program assistance can be covered at the time of the program. Teens should be required to call if they are not going to make their scheduled time. It is a good idea to limit two teens per working shift (exception being special programs). It is also necessary to have a job information sheet (simple outline of what is expected while on the job as a volunteer). Again, make all of these requirements as simple as possible. The volunteer should understand that this is a valuable and important part of the library operation.

The job information sheet should include a dress code, attendance and promptness statement, appropriate behavior, and the outline of tasks to be performed.

What is their reward? A Teen Volunteer Badge to wear while on duty and occasional snacks or a small party for recognizing the teen volunteer of the month will add to the prestige of the program. Teens could design and make the badge on the computer! Tap into the talents of the teens by having them suggest programs and where possible, allowing them to do the job they enjoy the most. This is great experience for job and college applications. Your librarian can write letters of appreciation and/or reference for each successful teen volunteer. A certificate of appreciation may be presented at the end of the volunteer assignment. The joy of a job well done and knowing they have helped their community is in itself the teens reward.

There are several web sites that talk about Teen Volunteers! Just type: "Teen Volunteers" and have fun! Below are recommended acquisitions for all interested in teen volunteer programs.

Teen Volunteer Services in Libraries, by Kellie Gillespie. *Scarecrow Press*
ISBN 0-8108-4837-6

What We Learned (the Hard Way) about Supervising Volunteers, by Jarene Frances Lee and Julia M. Catagnus. *Energize Inc.*, ISBN 0-940576-20-1

Recruiting Volunteers: a Guide for Non-Profits, by Mary Ann Burke. *Crisp Publications, Inc.*, ISBN 1-56052-141-4

TEEN VOLUNTEER APPLICATION /AGREEMENT

NAME _____

ADDRESS _____ PHONE _____

AGE _____ GRADE IN SCHOOL _____

HOBBIES/INTEREST _____

JOB
EXPERIENCE _____

I WOULD LIKE TO _____

HOURS YOU ARE AVAILABLE _____

REFERENCES
_____ PHONE _____

_____ PHONE _____

(When an established time is agreed upon please sign below)

I agree to work the following hours as a
volunteer _____

_____ Date _____

Signed

Parent Signature (if required)

VOLUNTEER JOB INFORMATION SHEET

Volunteers must wear clothing as follows:

- No Tank or T tops
- No strapless dresses or tops
- No shorts/skirts more than 3 inches above knee
- No see through tops
- No T-Shirts with inappropriate language or pictures
- No flip/flops

All clothing should be in good repair and clean!

Volunteers should be on time and work the agreed upon time period. If it is necessary to arrive late or leave early, you must notify the library staff on duty.

Volunteers should always refer reference questions from patrons to the staff on duty (unless that is your assigned task, such as with computer assistance or circulation desk).

Volunteers should wear their Volunteer Badges while on duty.

If the assigned task is completed, the volunteer should report to the staff person for another assignment. One volunteer should not assist another volunteer unless asked to do so by staff.

Tasks and assignments may vary with each scheduled time period; be sure that you understand what your responsibility is for each session. If you have questions about the tasks, be sure and ask for clarification from a staff member on duty.

Possible tasks or assignments: assists with teen/children's programs, Circulation Desk assistance, reading shelves and shelving books, preparing displays, decorating for programs and holidays, making signs, computer assistance, and special tasks as assigned by Librarian.

Suggestions and ideas for improved services are encouraged, please put them in written form and give them to librarian on duty.

This library needs and wants your service as a volunteer; we appreciate your time!

I have read the information sheet and I agree to abide by these regulations.

Date_____

CREATIVE WRITING PROGRAMS

